

Extracurricular Activities

Governor's Cup, ESS, Safety Patrol, DARE, 4-H, Schools of the 21st Century Learning Centers - recreation, homework help, Arts/Humanities, junior league sports, parent and child learning activities, family literacy programs

Awards and Recognition

Honor Roll, Attendance, Accelerated Reader, Governor's Cup, Reflections, Science Fair, Spelling Bee, Fourth Grade Quilt project,Athletics, and the DARE program

What We Are Doing To Improve

- Extended the school year - 14 days - Structured Faculty meetings - book studies - Professional development tied to the Comprehensive School Improvement Plan (CSIP) - Review and revise SBDM Council Policies and Procedures - Vertical and horizontal curric

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member's Name	Phone	Member's Name	Phone
Steven Hall	606-327-2730		
Donna Suman	606-327-2730		
Gayle Bradbury	606-327-2730		
Tamara Withrow	606-327-2730		
Kelva Nelson	606-327-2730		
Jennifer McKenzie	606-327-2730		
Mark Farris	606-327-2730		

Our school does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

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10601
Frankfort, KY 40601
500 Mero Street
Office of Communications
Capital Plaza Tower
Kentucky Department of Education

Commonwealth Accountability Testing System

SCHOOL REPORT CARD

Crabbe Elementary School

- Commonwealth of Kentucky -
Seven Hall, Principal
520 17th St
Ashland, KY 41101
Phone: (606) 327-2730 • Fax: (606) 327-2759
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2001-2002

Dear Parents/Guardians:

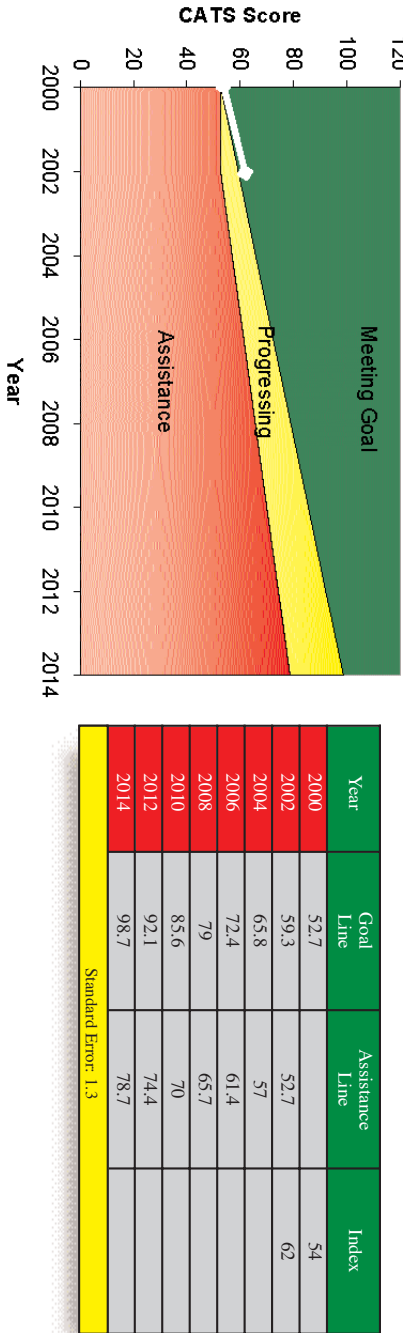
Here is our school's report card for the 2001-2002 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are

meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.

Crabbe Elementary School Growth Chart



About Our School

Crabbe Elementary School, a School-Wide Title I School, is composed of eleven EL-P4 classrooms, two fourth grade, two fifth grade, and two sixth grade classrooms. Of the 302 students enrolled, 177 are in the Primary program. The free and reduced lunch count for the school is 81%. The district's minority population is low; however, 12% of Crabbe's students come from various ethnic and racial backgrounds, primarily African-American. After-School age childcare and enrichment activities are offered throughout the school year and during the summer. The school is in its fourth year of implementing the CELL (California Early Literacy Learning) program, a research-based Professional Development Reading Model. The model focuses on the use of coaching, mentoring, and capacity-building techniques. Language Arts scores have gradually increased through the use of this program. Crabbe is served by a Family Resource Center and the AmeriCorps tutoring and mentoring program from Morehead State University. Through tremendous community collaborative efforts, the Schools of the 21st Century Community Learning Centers grant provides enrichment experiences in the visual and performing arts, as well as homework help for all grade levels. A new Attendance Incentive program recognizes and awards classrooms having the highest monthly attendance rates. The faculty committed to completing two book studies this school year. The first book, by Ruby Payne, "Understanding the Framework of Poverty" has been very enlightening in helping our staff to better communicate with and understand our student body. Many opportunities are available for faculty, staff, parents, and students to participate in school improvement activities. From committee work to school-wide musical productions, Crabbe Elementary is making the effort to engage all stakeholders in the success of our students and school.

How Our School Ensures Educational Equity

Crabbe Elementary School adheres to the federal mandates of Title IX, IV, and Section 504 for non-discriminatory educational practices. In addition, the school has aligned the curriculum with KY's Program of Studies to ensure academic success for all students. The SBDM Council and key School Improvement Plan committee chairpersons have received training on "Closing the Achievement Gap" using the Goal Calculator to identify gaps and to establish reasonable targets for the next biennium. The school also makes use of the Standards and Indicators for School Improvement (SISI) document to guide curriculum, instruction, and assessment decisions. All SBDM Council policies and procedures are implemented in a fair and equitable manner. Every effort is made to provide access to students and parents for full participation in the programs and support services offered through the school. Professional development related to issues of educational equity and cultural diversity is available for staff members. Classroom guidance and after-school programs encourage all students to reach their full potential socially, emotionally, and cognitively.

School Enrollment (end of year membership 2001-2002): 301



How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test				Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
Reading (4 th)	28%	11%	15%	15%	23%	25%	58%	66%	60%	74.5	85.7	81.9			
Science (4 th)	15%	8%	11%	63%	48%	47%	23%	44%	41%	62.6	79	77.4			
Writing (4 th)	28%	22%	19%	43%	60%	56%	29%	18%	25%	59.5	57.6	62.1			
Mathematics (5 th)	29%	19%	32%	42%	33%	31%	29%	48%	36%	60.8	76.4	66.1			
Social Studies (5 th)	38%	22%	30%	20%	20%	27%	42%	58%	44%	68.9	82.4	71.1			
Arts & Humanities (5 th)	42%	26%	39%	53%	54%	47%	4%	20%	15%	41.9	58.6	49.3			
PLVS (5 th)	27%	15%	20%	31%	24%	32%	42%	61%	49%	66.1	81.5	73.8			

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, allows us to compare our students' performance with the performance of students across the country. These scores are reported in percentiles. A percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)		School	District	State	Nation
End of Primary (EOP) Reading		62%ile	72%ile	59%ile	50%ile
EOP Language Arts		51%ile	64%ile	57%ile	50%ile
EOP Mathematics		59%ile	68%ile	59%ile	50%ile
6 th Grade Reading		57%ile	61%ile	54%ile	50%ile
6 th Grade Language Arts		47%ile	58%ile	51%ile	50%ile
6 th Grade Mathematics		37%ile	55%ile	52%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2000-2001 school year.

	Attendance Rate	Retention Rate
School	94.7%	2.2%
District	94.9%	1.6%
State	94.2%	3.7%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

No data to report.

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	96%	99%	NA
% of Classes Taught by Teachers with a Major, Minor, or Equivalent in the Subject Being Taught	96%	95%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	97%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	77%	78%	77%
Average Years of Teaching Experience	14	13	12

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

Visitors are Required to Sign In	Yes	No
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	X	100%

Procedures in Place in Our School for Drug and Weapons Detection

The school/district has policies and procedures in place to address the issue of drugs and weapons detection: 1) School officials may, with reasonable suspicion, conduct a search of a student based on appropriate search and seizure guidelines. 2) Should any illegal substances and/or weapons be detected, school officials are required by law to report such findings to the appropriate enforcement agency. 3) Visitors to the school must enter and sign in at the main office and wear a visitor's badge while in the building. 4) The school board approved a revised and comprehensive Crisis Response Manual in 2000 with yearly updates that address a wide variety of issues and how to operate in the event of an emergency or tragedy.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This	Number of Students Transferred to Alternative Placement for This
Aggravated Assault (with intent to cause injury)	0	0	0
Drug Abuse Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KET'S Workstation with Internet Access
Our School	5932	14:1	4.9:1	100%
District	6872	15:1	3.7:1	100%
State	6846	15:1	5:1	99%

How We Use Technology to Teach

All classrooms have access to workstations and Internet access. Teachers use the TLC - Teaching with Computers program to provide 30-40 minutes per day of computer-based interactive educational experiences. In addition, computer lab classes teach students basic keyboarding and word processing skills. Technology is also used for the implementation of the Accelerated Reader and Accelerated Math programs, both during the regular school day and during after-school activities. Many students make use of more advanced instruction by doing PowerPoint presentations, developing school and classroom webpages, doing extensive Internet searches, and communicating with classrooms and students around the world. Special Education teachers and the Speech Therapist use assistive technology as needed to help students with special needs. The STLP Club uses technology to enhance their skills and to compete in local, regional, and state contest.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBMD) or Its Committees	# of Volunteer Hours
Our School	142	9	2	1688